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ABSTRACT

This research report presents information regarding access and success for people of color in Washington's community and technical colleges. Indicators and status are provided for each of three goals: enrollment diversity, student success, and employment diversity. Report highlights include: (1) students of color made up 26% (44,132) of the total student population; (2) academic progress for students of color is below that of whites; (3) progress for white students and for students of color remained mostly unchanged from 1998-1999, with the exception of Native American students dropping from 49% to 41% and African Americans rising from 40% to 42%; (4) transfer rates have also remained unchanged, with African-American and Hispanic students continuing to show the lowest percentages in transfer; (5) percentages of completion from high-wage occupational programs in 1998-1999 show that Asian/Pacific Islanders completed programs at a rate of 49% and African-Americans at a rate of 37%; and (6) statistics show that people of color made up 13% of full-time faculty, 9% of part-time faculty, 20% of classified support, and 15% of administrative or exempt professional staff. (CJW)

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Research Report
No. 01-01

Washington State Board for Community and Technical Colleges

ACCESS AND SUCCESS FOR SYSTEM GOALS FOR PEOPLE OF COLOR IN WASHINGTON COMMUNITY AND TECHNICAL COLLEGES: SEVENTH PROGRESS REPORT

June 2001

In May of 1993 the State Board for Community and Technical Colleges (SBCTC) adopted a goal related to people of color participation and success. Since that time staff have provided periodic progress reports on these original goals and their related indicators. This seventh progress report follows in that tradition. The indicators in this report are designed to monitor progress related to the system diversity goal which states: ***Community and technical college programs will serve as the key point of entry into higher education for tens of thousands of people of color and new immigrants to Washington State***.

Summary of Findings

A review of the indicators suggests colleges are providing equitable access to college for students of color in general. The access ratio for all groups of color ranges from 1.16 to 1.57, substantially above parity at 1.00 for overall enrollment, including basic skills. The college-level access ratio is also high for Asian/Pacific Islander, African American and Native American. It is close to parity (.89) for Latino/ Hispanics.

In terms of student progress, the basic skills rate for students of color is below that of whites. The system is not having success in improving student progress in college-level classes for students of color or for white students. Of those students retained, completion in high wage job preparatory programs has improved for students of color. The transfer rates have remained unchanged with lowest rate for African American and Latino/Hispanic students. The diversity of full-time faculty, though much less than the diversity of the state population, continues to outpace the rate of growth of diversity in the state population.

For Information on the Diversity Goal Contact:
Rhonda Coats, Director, Student Services
Phone: 360-753-4694; Email: rcoats@sbctc.ctc.edu
For Information on Indicators Contact:
Doug Whittaker, Manager, Research & Analysis
Phone: 360-753-3674; Email: dwhittaker@sbctc.ctc.edu
Washington State Board for Community and Technical Colleges
P O Box 42495, Olympia WA 98504-2495
TDD 360-753-3680

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Table I
Summary of Goals and Indicators

Goal	Indicator	Status
Enrollment Diversity	A. Ratio of percentage of students of color to percentage of population of color (all ages).	Access rates are high for all.
	B. Ratio of percent of college-level students of color to percent of people of color.	Access rates at or near parity for all.
Student Success	C. Basic skills rate for students of color at parity with whites.	Baseline in 1998-99 show students of color rate below whites.
	D. College-level substantial progress rates for students of color at parity with average.	Disparity in progress rates continues without improvement.
	E. Percentage of completions in high wage occupations for students of color at parity with average.	Rates have improved for all students of color. Rates continue below the average, however, for African American students.
	F. Transfer rates for students of color at parity with average.	Rates for African American and Latino/Hispanics continue below the average.
Employment Diversity	G. Percent of staff of color compared to state population of color.	Faculty diversity is increasing at or near the rate of the state population. Classified staff are nearly as diverse as the state population. Exempt staff diversity is not keeping pace with the diversity of the state population.

This report provides data for the system on each of the indicators. See Technical Report 98-1 for information on availability of data for these same indicators by college. Contact Paula Knittle at (360-586-9107) or email at pknittle@sbctc.ctc.edu for a copy of the technical report.

ENROLLMENT DIVERSITY

Goal I: The makeup of the colleges' student bodies and staffs will reflect the diversity of the population in the communities they serve.

Indicator A: Ratio of percent of all state supported students to percent of population by race and ethnic group.

Indicator B: Ratio of percent of workforce training and transfer oriented students (college-level students–state funded) to percent of population by race and ethnic group.

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Enrollment, All Students: Table II shows that colleges enroll students of color, of all ages, at high rates. Compared to the total population, the overall campus enrollment is more diverse. The last eight years have been marked by a substantial increase in Latino/Hispanic enrollments such that the percent of students who are Latino/Hispanic is higher than the percent in the state population (8.7 percent versus 7.5 percent in the population).

Table II
Students by Race and Ethnic Background, All State Supported
Fall Quarter

	1993	1994	1995	1996	1997	1998	1999	2000
White	131,769	128,789	122,217	121,157	118,856	120,680	123,989	122,971
African American	6,513	6,762	6,704	6,628	6,959	7,014	7,438	7,746
Asian/Pacific Islander	13,624	14,033	14,311	13,876	14,444	14,492	14,888	15,189
Latino/Hispanic	6,688	7,240	7,914	9,879	10,836	12,523	13,619	14,561
Native American	3,161	3,200	3,015	3,152	3,245	3,250	3,125	3,295
Other Race	1,036	903	1,207	1,808	2,681	2,923	3,167	3,341
Total Reporting, Excluding International Students	162,791	160,927	155,368	156,500	157,021	160,882	166,226	167,103
Students of Color	31,022	32,138	33,151	35,343	38,165	40,202	42,237	44,132
% Students of Color	20.3%	21.0%	21.3%	22.6%	24.3%	25.0%	25.0%	26.4%
State Population % People of Color	14.8%	15.4%	15.8%	16.0%	16.3%	16.5%	16.7%	21.1%[1]
Not Reporting Race or Ethnic Background	12,654	11,268	13,490	15,768	13,986	15,931	15,128	14,408
International Students	NA	363	432	450	407	452	388	404

The state's population of color has grown rapidly. In 1993, 14 percent of the state population was of color. Today, people of color represent approximately 21 percent of the state's population. The college population has also grown more diverse. The large Asian American and Pacific Islander group consists of many race groups. The number of students from the largest of these groups are shown in Table IV

Table III
Access Ratio, All State Supported Students
Fall Quarter

	2000		
	% of Total Students	% of Total Population (2000)	Access Ratio (1.00 is Parity)
White	73.6%	78.9%	0.93
African American	4.6%	3.1%	1.48
Asian/Pacific Islander	9.1%	5.8%	1.57
Latino/Hispanic	8.7%	7.5%	1.16
Native American	2.0%	1.4%	1.43
Other Race	2.0%	3.0%	0.67

[1] The 4.4% increase from 1999 to 2000 for the state population people of color is due to inter-census estimates since 1990.

* US Census data include those reporting two or more race categories and "other race".

Table IV
Asian/Pacific Islanders, All State Supported

	1993	1994	1995	1996	1997	1998	1999	2000	1999 to 2000 % Change
Vietnamese (619)	3,458	3,952	4,280	4,241	4,033	3,541	3,289	2,968	-10%
Filipino (608)	1,774	2,016	2,013	2,153	2,231	2,367	2,597	2,669	3%
Chinese (605)	1,918	1,988	1,994	2,039	2,225	2,338	2,321	2,261	-3%
Korean (612)	1,498	1,578	1,738	1,702	1,925	2,002	2,112	2,281	8%
Japanese (611)	932	974	869	880	849	940	928	880	-5%
Other Asians/Pacific Islanders	4,044	3,545	3,417	2,861	3,181	3,304	3,641	4,130	13%
Total	13,624	14,053	14,311	13,876	14,444	14,492	14,888	15,189	2%

Source: SBCTC Data Warehouse where Ethnic = 1 and Census Race = codes in ( ).
Note: Excludes international students.

Enrollment, College-Level: Students of color also have high rates of participation in college-level courses. That is, when students enrolled for basic skills purposes are excluded, the access ratio remains at or above 1.00. In fall 1993 the student population enrolled at the college-level (workforce education and transfer purposes) was 17 percent students of color. Today 22 percent of the college-level students are students of color. Latino/Hispanic population and enrollment growth has been the most dramatic. In 1993 the state population was 4.7 percent Latino/Hispanic. Today 7.5 percent of all people in Washington are Latino/Hispanic. College-level enrollment was 3.6 percent Latino/Hispanic in 1993. Today the rate is 6.7 percent Latino/Hispanic. Thus the access ratio (relationship of percent of students to percent of population) is at .89, still below parity, but up from .76 in 1993.

Table V
Ratio of % College-Level Students of Color to % State Population (Access Ratio)
Fall 2000

	College-Level					
	Workforce	Transfer	All	% of Total	Washington Population (2000)	Access Ratio (1.00 is parity)
African American	3,599	2,641	6,240	4.8%	3.1%	1.54
Native American	1,519	1,060	2,579	2.0%	1.4%	1.41
Asian American	5,917	5,500	11,417	8.7%	5.8%	1.50
Latino/Hispanic	5,613	3,202	8,815	6.7%	7.5%	0.90
Total of Color	16,648	12,403	29,051	22.2%	21.1%	1.05

Table VI
Fall Trends in College-Level Access Ratios

	1993	1994	1995	1996	1997	1998	1999	2000	8-Year Change
African American	1.28	1.33	1.37	1.33	1.40	1.41	1.47	1.54	20%
Native American	1.21	1.24	1.24	1.30	1.29	1.28	1.11	1.41	16%
Asian American	1.66	1.58	1.59	1.50	1.53	1.52	1.55	1.50	-9%
Latino/Hispanic	0.76	0.72	0.78	0.89	0.93	1.01	0.98	0.90	18%

Source: SBCTC Data Warehouse, OFM Postcensal Population Estimates and 2000 Census (single race counts only).

RETENTION

Goal II: Advising and counseling services will meet the unique needs of students of color and immigrants, many of whom face difficult economic and language barriers.

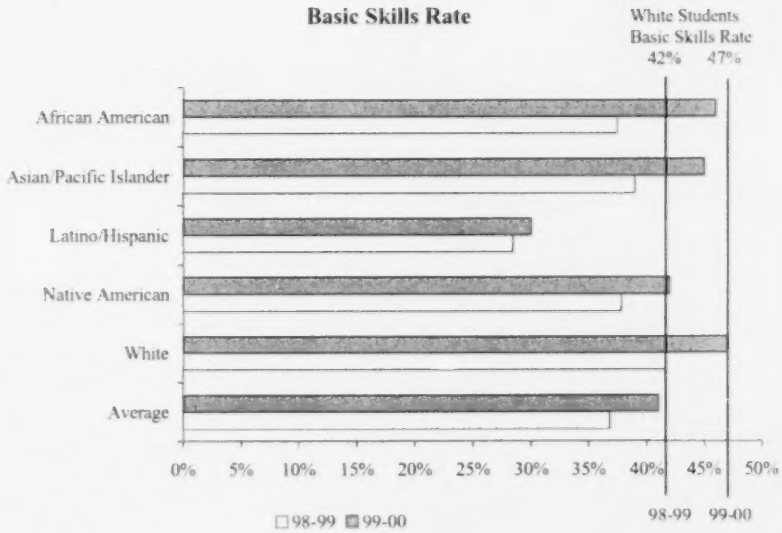
Indicator C: Basic skills rate for students of color compared to the rate for whites. The basic skill rate is calculated by dividing the total number of students with gains of at least one competency level in one subject area by the total number of students taking basic skills courses (12 hours or more).

Indicator D: Substantial progress and early leaving rates for students of color compared to the average rate. The substantial progress rate is calculated by dividing the number of degree-seeking students who enroll four or more quarters by the number who started two years earlier with the declared interest in staying at the college until degree completion. The early leaving rate represents the number of students with degree intentions who enrolled for only one quarter and did not return to college anytime during the following two years.

Indicator E: Percent of targeted student populations who attain a degree or certificate in high wage occupations. High wage occupations are those where the typical completer earned $12.00 an hour or more.

Indicator F: Percent of targeted student populations who transfer to four-year colleges compared to the percent of all student transfers. Measures are based on transfer within Washington State for students with a transfer intent (in their last quarter of enrollment) who completed at least 30 credits before leaving the college. Only students who started new to the college are considered in the transfer rate. Students are regarded as having transferred if they enroll at a four-year institution anytime in the subsequent four-year period.

Basic Skills Rate: The basic skills rates show what percent of all students enrolled in adult basic education (ABE) or English as a Second Language (ESL) instruction make substantive skills gain during the year. This rate was 41 percent in 1999-00 compared to 37 percent when it was first measured in 1998-99. The colleges have a long-term goal of improving the rate to 80 percent. Examples of substantive skills gain are:



- An ABE student, able to write simple sentences and provide basic information on forms at the start of classes, is now able to write in paragraphs as part of short reports or informal memos.
- An ESL student, who at the start has the ability to recognize simple English words, is now able to read

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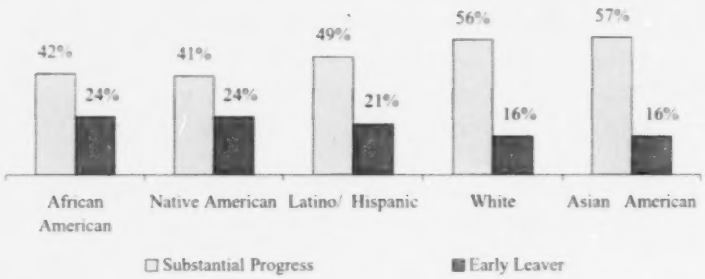
and understand English information on everyday topics to meet basic needs.

White students have the highest basic skills rate at 42 percent, with all students of color at lower rates. Latino/Hispanic students have the lowest basic skill rate at 28 percent. The rate will be measured again at the end of 2000-01. The colleges, in **The Washington State Plan for Adult and Family Literacy** 1999 (available online at http://www.sbctc.ctc.edu/Board/Educ/ABE/stateplan.htm), are committed to a goal of improving the performance for students of color.

Substantial Progress Rate: To account for stop-out patterns and the diversity of student objectives, SBCTC uses as a measure of student retention the progress made by the sub-group of students who enroll for the purpose of obtaining an associate degree. SBCTC measures degree-seeking student progress by the number of quarters enrolled over a two year period:

% Substantial Progress vs. Early Leavers
1998 Starting Cohort, Status as of Spring 2000

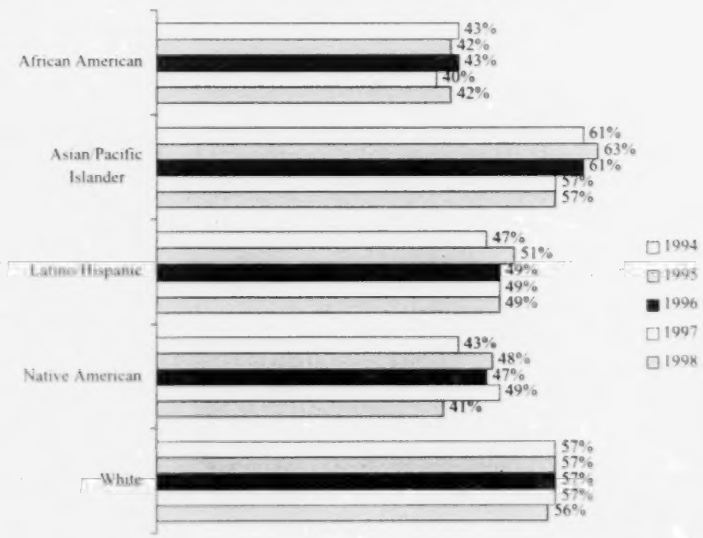


Source: SR1182 (College Job Number SR1382J). Student Planned Length of Attendance = Degree (15). State and contract students.

- **Substantial Progress:** Students with degree plans graduating or attending four or more quarters over the two year period.
- **Some Progress:** Students with degree plans attending two or three quarters over the two year period.
- **Early Leavers:** Students with degree plans attending only the first quarter and not returning in two years time.

Student progress patterns have remained relatively unchanged over time. About 15 to 16 percent of full-time students are early leavers and 56 to 57 percent graduate or make substantial progress toward their degree in two years. About 40 percent of part-time degree seeking students are early leavers and about 32 percent graduate or make substantial progress toward their degree. Typically a student must enroll for six or more quarters to complete the degree.

Percent of Students by Race/Ethnic Group Making Substantial Progress Full-Time Students Planning the Degree

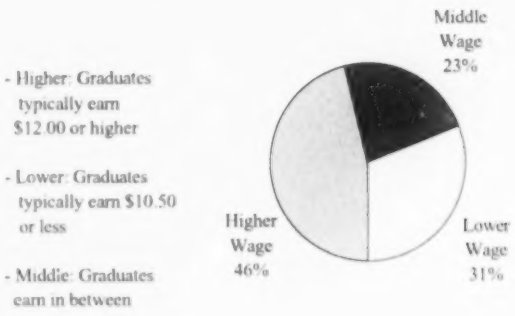


Students of color, with the exception of Asian and Pacific Islander students, have lower rates of substantial progress and a higher rate of early leaving than whites. The pattern has remained unchanged over the years. Rates are lowest for African American and Native American students.

High Wage Occupation: Some 46 percent of all vocational programs lead to jobs where half the completers[2] earn more than $12.00 an hour. These are regarded as high wage occupational programs compared to the middle and lower wage programs, each of which account for about a third of the completers.

The high wage occupational areas as of 1999 were: Dental Hygienist ($34)[3], Associate Degree Nursing ($19), Medical X-ray ($18), Engineering Tech ($14), Industrial Tech ($14), Computer Maintenance Tech ($14), Electronics Tech ($14), Electrical Equipment Repair ($14), Welding ($14), Physical Therapy ($13), Paramedic, EMT, Operating Tech ($13), Medical Lab Technology ($13), Practical Nurse ($13), Transportation Operators ($12), Machinist ($12), Occupational Therapy ($12).

1998-99
% of Completers by
High, Middle, or Low Wage Program


- Higher: Graduates typically earn $12.00 or higher
- Lower: Graduates typically earn $10.50 or less
- Middle: Graduates earn in between
Middle Wage 23%
Higher Wage 46%
Lower Wage 31%

The low wage occupational areas as of 1999 were: Veterinarian Assistant ($10), Administrative Support ($10), Marketing and Sales ($10), Agriculture, Forestry, Fisheries ($10), Education and Social Services ($10), Culinary Arts ($9), Nursing Assistant ($9), Early Childhood Education ($9), Cosmetology ($9).

African American and Native American students completing vocational programs are less likely than whites to be completers in the higher wage occupational areas. The pattern has improved for all groups of color however.

Table VII
% of Completers from High Wage Occupational Programs
By Exit Year

	95-96	96-97	97-98	98-99	Gap From Average
Asian/Pacific Islander	37%	36%	41%	49%	+3%
African American	34%	36%	32%	37%	-9%
Latino/Hispanic	39%	39%	43%	46%	0%
Native American	33%	39%	35%	44%	-2%
Of Color	36%	37%	38%	45%	-1%
White	45%	45%	44%	46%	0%
Average	44%	44%	43%	46%	

[2] Completers include graduates with degrees and certificates, completers from unique programs (Exit Code 9), and those who leave programs with 45 or more vocational credits.
[3] Amount in () designates median earnings for 1998-99 completers from all community and technical colleges combined.

Transfer: Transfer rates have continued to be lowest for transfer-oriented African American and Latino/Hispanic students. To some extent the variation shown in the chart reflects year-to-year variability in availability of data from independent colleges.

Table VIII
Transfer Rate for Students New to College
Measured Within Four Years of Entry*

	1990	1991	1992	1993	1994	1995
Asian American/PI	60%	48%	52%	50%	47%	47%
African American	21%	26%	26%	29%	34%	--*
Latino/Hispanic	38%	40%	39%	42%	42%	34%
White	48%	45%	46%	48%	47%	45%
Average	48%	44%	45%	47%	47%	44%

* Rate calculated only for students completing 30 credits at the college and with a transfer intent at the time of leaving college. The Native American cohort is too small to calculate a meaningful rate. In 1995 the African American cohort was also too small.
Note: The 1995 cohort captures transfer up to and including fall 1999. Data for fall 2000 become available in fall 2001.

EMPLOYMENT

Goal III: Colleges' personnel practices will ensure that the faculty and staffs of the colleges reflect the ethnic and racial diversity of the state's population.

Indicator G: Relationship of percentage of faculty and staff of color and to the percentage of people of color in Washington.

Consistent with Governor's Executive Order 93-07, each college completes an annual report of their affirmative action strategies, goals and progress. After review and approval by each Board of Trustees, these reports are submitted to the Governor's Affirmative Action Policy Committee. That group, which includes representatives of the various affirmative action affected groups, reviews and comments on each affirmative action plan. This review process assures that the leaders of colleges, including the Boards of Trustees, annually review their personnel practices to ensure that efforts are sufficient to recruit and hire staff and faculty of color.

Colleges are hiring an increasingly diverse staff. The full-time faculty of color percentage has nearly kept pace with growth in the population of color. However, there is evidence that the pool of potential faculty is more diverse than the actual hires in Washington. Nationwide, 20 percent of the full-time faculty in two-year institutions were of color in fall 1997, up from 15 percent in 1992.

Classified staff are nearly as diverse as the state population. Exempt staff trailed the state population of color in most years.

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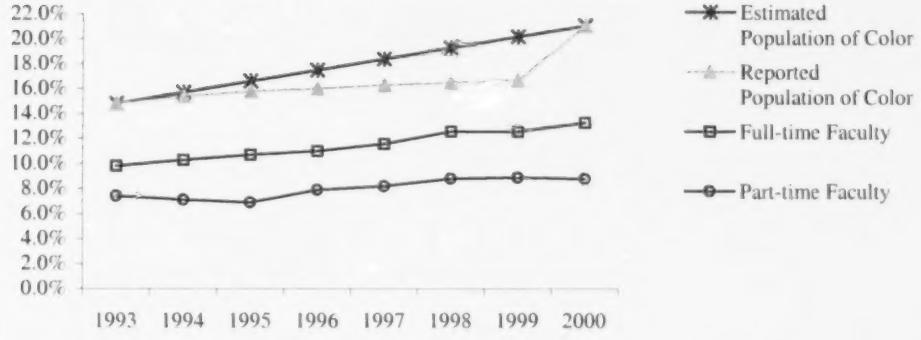
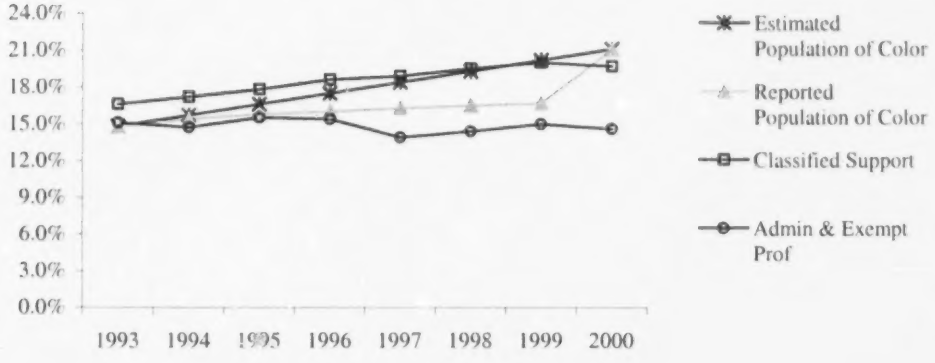
Table IX
Percent of Employees and Washington State Population of Color
Community and Technical Colleges--State Funded

Fall Quarter	Washington Population*	Full-time Faculty	Part-time Faculty	Classified Support	Administrative/ Exempt Professional
1993	14.8%	9.8%	7.4%	16.6%	15.1%
1994	15.4%	10.3%	7.1%	17.2%	14.7%
1995	15.8%	10.7%	6.9%	17.8%	15.5%
1996	16.0%	11.0%	7.9%	18.6%	15.4%
1997	16.3%	11.6%	8.2%	18.9%	13.9%
1998	16.5%	12.6%	8.8%	19.5%	14.4%
1999	16.7%	12.6%	8.9%	20.0%	15.0%
2000	21.1%	13.3%	8.8%	19.7%	14.6%

Trend in Faculty of Color Percent vs.
Washington Population of Color



Trend in Classified and Exempt Staff of Color Percent vs.
Washington Population of Color



*Population "of color" data for 2000 include those reporting two or more race groups. The 4.4% increase from 1999 to 2000 for the state population people of color is due to inter-census estimates since 1990.